



Alligator Creek
State School
Student
Code of Conduct
2020 – 2023

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

Alligator Creek State School provides real-life, relevant, engaging, educational experiences that equip our students as life-long learners to achieve their personal best.

LEARNING FOR LIFE, EVERY STUDENT, EVERY CLASSROOM, EVERY DAY

Our Best Always

Purpose

Alligator Creek State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. We consider the learning and wellbeing a priority for all people connected with the school

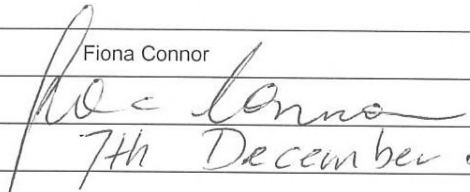
Alligator Creek State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.


Its purpose is to set high expectation and facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Contact Information

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Contact Person:	Principal

Endorsement

Principal Name:	Fiona Connor
Principal Signature:	
Date:	7th December 2020

P/C President and-or School Council Chair Name:	Nell Thomset
P/C President and-or School Council Chair Signature:	
Date:	

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Principal's Foreword

Introduction

Alligator Creek State School takes every opportunity in providing high quality, relevant education to every student. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Alligator Creek State School has Four core values: Respect, Responsibility, Safety and Learning.

Respect	for self and others
Responsibility	be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment
Safety	act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds. Everyone has the right to be safe from violence, bullying, harassment, theft and substance use.
Learning	take responsibility for your learning. Try the best you possibly can. Take on feedback and keep persisting with your learning, aiming high every time.

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Alligator Creek State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Alligator Creek State School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

As president of the Alligator Creek State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Ms Fiona Connor and her team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Alligator Creek State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Alligator Creek State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Alligator Creek State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 44 provides an excellent starting point to understand how to approach the school about these types of problems.

School Captains/Leaders Statement

On behalf of the student body at Alligator Creek State School, we endorse the Student Code of Conduct for 2020. We have represented students on providing feedback and putting forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Alligator Creek State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

School Captain: Mia Ford

School Captain Signature: 

Date: 20.03.2020

School Captain: Kenzie Dorsa

School Captain Signature: 

Date: 20.03.2020

School Vice Captain: Nate Brady

School Captain Signature: 

Date: 20.03.2020

School Vice Captain: Jaida Allwood

School Captain Signature: 

Date: 20.03.2020

Data Overview

Parents

My child feels safe at this school.	108	94.4%
Teachers at this school treat students fairly.	104	90.4%
Student behaviour is well managed at this school.	106	90.6%

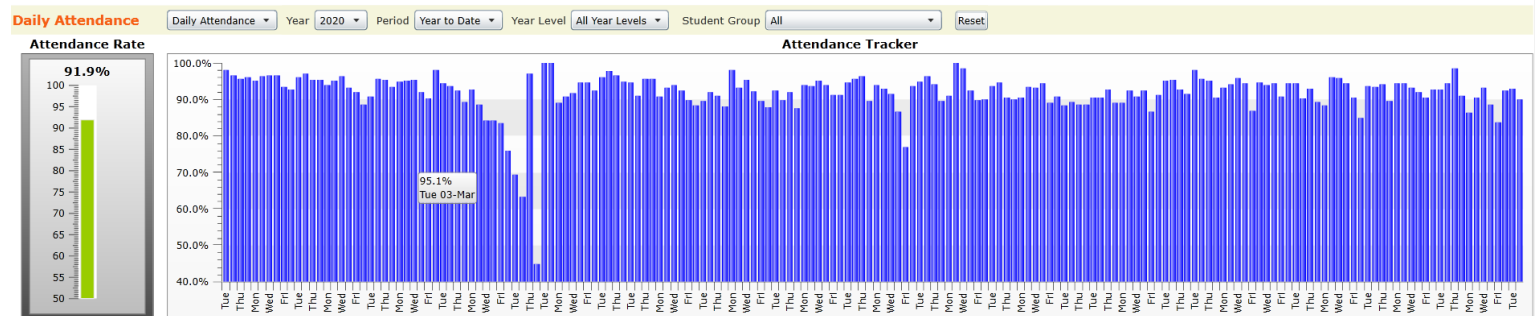
Students

I feel safe at my school.	105	88.6%
Teachers at my school treat students fairly.	105	94.3%
Student behaviour is well managed at my school.	104	90.4%

Teachers

I feel this school is a safe place in which to work.	27	92.6%
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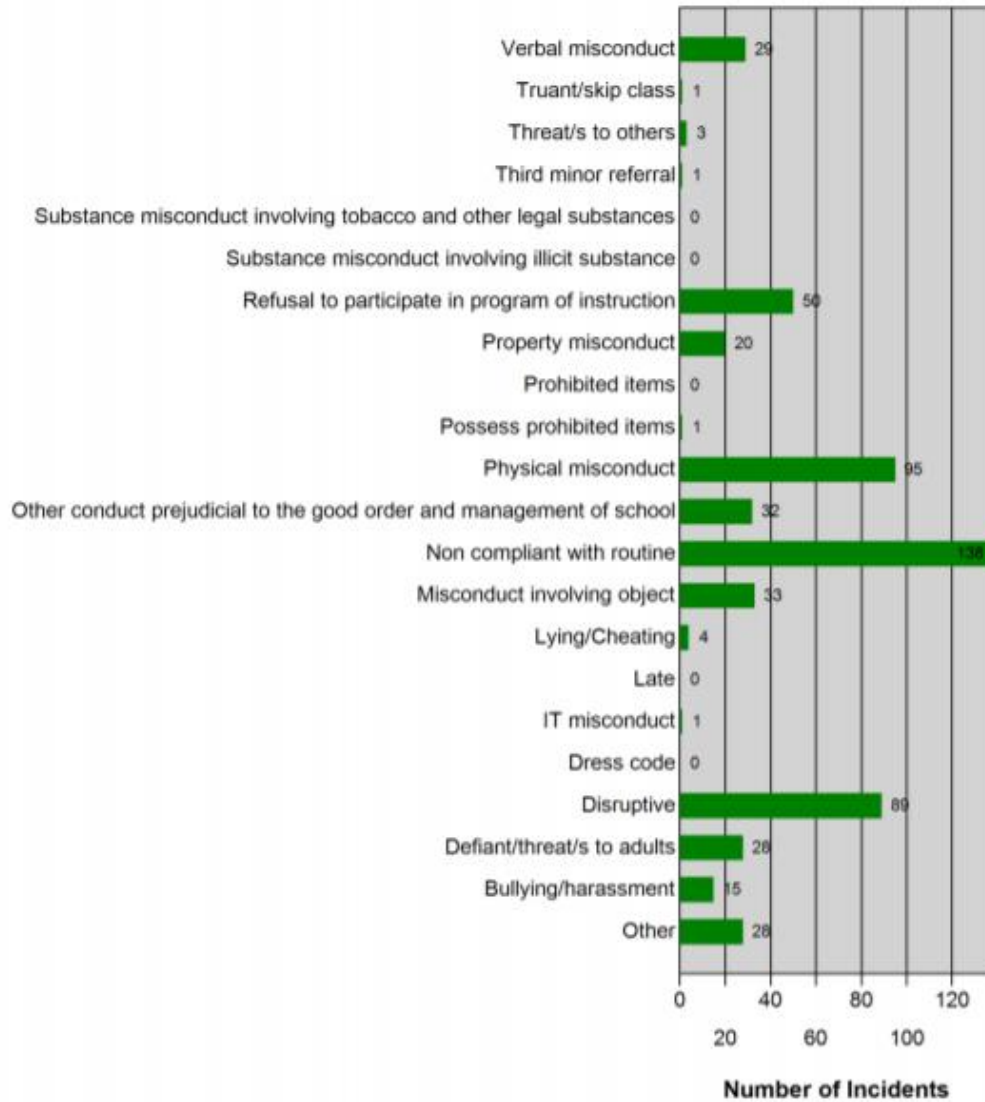
Transitions - Attendance Monitoring: Full-Time Students - Alligator Creek State School



Alligator Creek State School Behaviour Incidents by Category

Date Range: 1 January 2020 to 31 December 2020

Whole School



Total number of incidents: 362

Number of distinct students involved: 106

Number of incidents involving multiple students: 29

Note: Incidents may be related to more than one category.



Learning and Behaviour Statement





The beliefs on behaviour and discipline in any school community will reflect diversity from cultural backgrounds, personal experiences and values. These beliefs influence decisions, behaviour and social practices within our school. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and forces us to reflect on our own understanding of what we consider acceptable and unacceptable. We believe that social behaviour is a skill and mind set that needs to be learnt, modelled, practiced and adjusted. Our expectations are high for all people using non judgemental, clear, concise language. Our first step is to build on appropriate, positive and kind behaviour and give better choices for inappropriate behaviours. We teach what is appropriate and non-appropriate, taking into consideration each child's circumstances.

The Alligator Creek State School community pride itself on the small school feel and the friendliness of it's members. This provides an environment of support and enables focussing on the positive. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

At Alligator Creek State School we have identified four values which provides a structure for our clear expectations, common language and teachable moments. We refer to these as our school rules. We are: learners; respectable; responsible and safe.

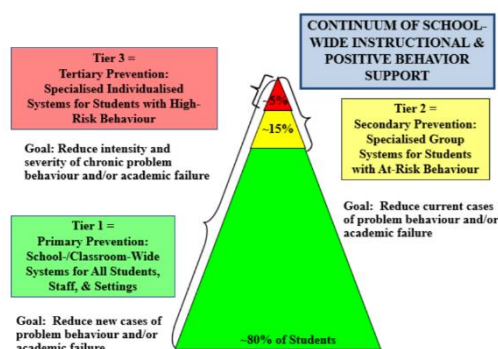
GATORS ARE.....



SAFE 	 RESPECTFUL
RESPONSIBLE 	 LEARNERS

Multi-Tiered Systems of Support

Alligator Creek State School bases the behaviour strategies on the three tiered systems of support as the foundation for our integrated approach to learning and behaviour. Our approach is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. School staff match increasingly intensive interventions to the identified needs of individual students.



Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum, school rules and values teaching and Zones of Regulation expectations. This involves:</p> <ul style="list-style-type: none"> teaching behaviours in the setting they will be used being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or school rules and values or particular aspects of Zones of regulation expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> there is a clear connection between the skills taught in the interventions and the school-wide expectations. interventions require little time of classroom teachers and are easy to sustain variations within each intervention are limited

	<ul style="list-style-type: none"> interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>Individualised services for <u>few students</u> (2-5%) who require the most intensive support a school can provide. These are usually delivered on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful, using a case management approach. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> PREVENT problem behaviour TEACH the student an acceptable replacement behaviour REINFORCE the student’s use of the replacement behaviour MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

Consideration of Individual Circumstances

Staff at Alligator Creek State School take into account students’ individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or



family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Student Wellbeing and Support Network

Alligator Creek State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer, if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P-12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Alligator Creek State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; and relationships education.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.



Drug education and intervention

Alligator Creek State School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

Alligator Creek State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Alligator Creek State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the School can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Alligator Creek State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health

Alligator Creek State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Alligator Creek State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Alligator Creek State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.



Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Alligator Creek State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Alligator Creek State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Welfare Support

Alligator Creek State School is proud to have Student Welfare procedures in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Alligator Creek State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate agency.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Guidance Officer, Tracy Fraser on 49 56 41 66.

The Guidance Officer provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting. She assists students with specific difficulties, acting as a mediator or providing information on other life skills. She liaises with parents, teachers, or other external health providers as needed as part of the counselling process.

The Special Needs Teacher provides learning and social support for children who are verified with a diagnosis and a learning difficulty at least 2 years below the age appropriate year level. He also provides a breakfast service for any child who is in need of food at the start of the day.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Principal, Fiona Connor.



Whole School Approach to Discipline

Alligator Creek State School uses elements of Positive Behaviour for Learning (PBL), You Can Do It and zones of regulation as the multi-tiered system of support for discipline in the school. These are a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

Zones of Regulation is a researched tool used to:

- provide identification of ownership of emotions of students
- provide examples of appropriate and inappropriate behaviours to students
- provide strategies to assist with regulating emotions and behaviours

You Can Do It

- Provide strategies to improve behaviours aligned to values
- Provide ownership and accountability of behaviours and values
- Supports staff members to maintain consistent school and classroom improvement practices

At Alligator Creek State School we believe discipline is more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Alligator Creek State School Student Code of Conduct is an opportunity to explain the elements of the PBL framework, You Can Do It and Zones of Regulation with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL and Zones of Regulation can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct, PBL, You Can Do It or Zones of Regulation are encouraged to speak with the class teacher or make an appointment to meet with the principal.



Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three values and expectations in place for students, being Safety, Respect, Responsibility and Learning

Students

Below are examples of what these values look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Alligator Creek State School.

School wide recognition is to acknowledge and provide feedback to students and staff who provide positive demonstrations of the school's behaviour expectations.

Research shows that the most effective way is to catch students doing the right thing and give them feedback.

Three Levels of a Whole School Acknowledgements

1.	Free and frequent	Greeting students by name and asking how they are Oh Snap rewards Variety of classroom Reward Systems Positive reinforcement (verbal) Post cards
2.	Short Term	Message to parents and phone calls/emails Feedback on assessment Recognition on parade (Student of the week)
3.	Strong and Long Term	Commendations Semester Report Card Comments End of School year Parade Attendance awards Oh Snap Zooper Doopers Morning Messages

What should Oh Snap rewards be issued for?

Rewards should be issued by a teacher to a student in the following categories:

We are Learners 1 – Prepared for Class

May include: having all equipment, completing homework; in line on time, being organised

We are Learners 2 – Academic Achievement

May include: submitting assessment work on time; commitment to improvement; performing to the best of your ability.



We are Learners 3 – Positive Participation

May include: contributing in class; consistent effort; volunteering.

We are Respectful 1 – Follow all Directions

May include both classroom and outdoor settings.

We are Respectful 2 – Appropriate Conduct

May include: classroom entry and exit routines; listening and responding politely; good etiquette.

We are Respectful 3 – Display School Pride

May include: wearing school uniform; representing the school in public; showing the Alligator Creek Way.

We are Safe 1 – Look out for Each Other

May include: acts of kindness; involvement in mediations; supporting others.

We are Safe 2 – Care for the Environment

May include: proper use of equipment; putting rubbish in the bin; keeping pathways clear.

We are Safe 3 – Make Safe Choices

May include: being sun safe; moving safely; playing fairly.

Staff are issued with Oh Snap rewards each week to be used with students when behaviours have been observed that align with a category above. These reward credits expire at the end of each week. They are placed in the Oh Snap boxes and drawn each day at Morning Messages for a school reward.

The following definitions are useful starting points when responding to student behaviour.

- **Minor** - problem behaviours that are managed exclusively by individual staff members, typically (but not always) at the time of the incident.
- **Major** - problem behaviours that are referred to a third party, typically a Deputy or Principal, or a HOD/senior colleague. Referrals can be immediate (unsafe or highly disruptive behaviour warranting immediate assistance/follow-up) or as a result of repeated instances of minor behaviour that has not diminished in frequency despite repeated intervention. Such behaviours are also characterised as *persistent minors*.



Minor behaviours:

- Are of an intensity that does not seriously harm others or causes staff to suspect that the student may be harmed;
- Do not violate the rights of others in any serious way (e.g. their learning is not grossly impeded / interrupted)
- Are not part of an *ongoing* pattern of problem behaviours (although their initial repetition may bring them to the teacher's attention)

Therefore, they do not require the involvement of the deputy and principal or warrant referral to specialist support staff.

Major behaviours are those that:

- Significantly violate the rights of others
- Remain persistent in intensity and frequency, despite previous interventions being implemented with accuracy and integrity
- Put others / self at risk of harm (including emotional harm)

Therefore, their intensity and/or frequency warrants the involvement of the deputy and principal.

GUIDELINES TO MANAGING INAPPROPRIATE BEHAVIOUR - LEARNING		
Inappropriate behaviour	Initial teacher actions can include:	Suggested consequences
Disruptive talking (Minor)	Selective attending / tactical ignoring Proximity Cueing other students (acknowledging their positive behaviour) Rule reminder Giving choices Make up time Pause in talk (wait & scan) Non-verbal redirection	Change seating – move away from peers 1:1 discussion Directed to time-out desk Parent contact / follow-up Directed to Buddy Class if repeated
Failure to engage with class learning (Minor)	Offer of assistance Repeat request allowing take-up time Selective attending if student is not overtly disrupting others Rule reminder Given choice to walk away Curriculum re-focus	Follow-up individual discussion with student (i.e. at break time) Use of own time to complete unfinished work. Contact with parent if recurring
Does not have required equipment (Minor)	Resource using faculty supplies and keep with teacher	Contact home Case by case depending on circumstances Refer to Administration Team
Student is out of class (Minor)	Politely introduce yourself and ask student's name if you don't know them	Classroom teacher consequence



	Ask "Help me to understand why you are out of class" Rule reminder if needed Escort to class "I'm going that way I'll walk with you"	
Use of phone/iPod without permission and not for learning purposes (Minor)	Rule reminder Give choice and walk away	If behaviour continues send device to Deputy Principal
Swearing – conversational (Minor)	Rule reminder about expected language in school	If recurring, 1:1 discussion with teacher regarding appropriate language
Swearing – soft voice (i.e. Student mumbles / utters inappropriate language in low-tone after being corrected) (Minor/Major – HOD)	Tactical ignoring / selective attending (treating the utterance as a 'secondary' behaviour) or Rule reminder about expected language in school and/or indication made that their behaviour will be followed-up	1:1 follow-up discussion regarding appropriate language.
Swearing – directed at other students (e.g. verbal insults) (Major)	Measured rule reminder of appropriate language. Rule reminder about expected language in school and/or indication made that their behaviour will be followed-up	Directed to time-in area 1:1 follow-up discussion with teacher regarding appropriate language Referral to Deputy Principal
Swearing – directed at staff (Major)	Clear measured statement regarding the unacceptability of language Indication made that behaviour will be followed-up	Buddy class referral Referral to Admin Restorative meeting
Stealing (Major)	Rule Reminder	Replace or return any items stolen Administration referral –Actioned by either Deputy or Principal
Littering (Minor)	Rule reminder Directed to pick up own litter	Classroom teacher consequence
Refusal to follow instructions (Minor/Major)	Avoid responding to student's secondary behaviours Give choice and walk away Indicate follow up will occur after the lesson	Exploration of problem if persistent (follow-up individual discussion) Catch-up missed work in own time Parent contact if recurring 1.1 follow up discussion Pay back learning time in Lunch Break (play time) Contact parent
Physical Misconduct/Violence (Major)	Request assistance Remove audience Use verbal directions to separate students	Refer to Deputy or Principal
Playing inappropriate contact sports/dangerous play (Minor/Major)	Rule reminder	If continues report to Deputy or Principal



Serious breaches of school code i.e. weapons, illicit substances (Major)	Referral to Deputy or Principal Ensure referral has been acknowledged i.e. ring Deputy or Principal Request item be handed over - consider safety	Discussion of inappropriateness of possession of object / 'weapon' (i.e. pocket knife) Admin notified
Bullying behaviours – verbal – including teasing – racial harassment (Major)	Clear statement regarding the unacceptability of actions Indication made that behaviour will be followed-up	Directed to time-out / buddy class area Exploration of the problem with the relevant parties Parent contact Apology / restitution Refer to Deputy or Principal May involve Chaplain or Guidance officer
Out of Bounds (Minor/Major)	Rule Reminder 1:1 Discussion	Refer to Deputy or Principal – if major incident
Uniform Infringement (Minor)	Send student to office to change into a school uniform and record on OneSchool. Parent Contact	Classroom Teacher contacts home



Buddy Class Referral – System Procedures




Situation	Who is responsible	What happens	Who writes up on Oneschool
<p>Student is not following the 'Gator Rules' learning rules of the classroom. The student is sent by the classroom teacher to a buddy teacher because of their disruptive and uncooperative behaviour.</p> <p>Buddy class referral is not to be used in the first 15 minutes of any lesson.</p>	Referring classroom teacher	<p>Student will leave the room with a <i>Student Referral to Buddy</i> form, containing details of the referral.</p> <p>Student will then proceed to the buddy teacher and complete the 'Work it out' form (issued by teacher) and class work given (time permitting) them by the classroom teacher.</p> <p>Classroom teacher will also ring the parents/carer (recording a contact on OneSchool) and discuss the reason (same day is preferable)</p> <p>Using the 'Work it out' form, the classroom teacher and student will discuss the behaviour and what changes need to be made to become a successful student in this class.</p>	Referring classroom teacher
The student arrives at the buddy teacher's class.	Buddy teacher	<p>When the student arrives they will have a <i>Student Referral to Buddy</i> form with them. (Please ask to see this form.) Direct the student to sit quietly and complete the 'Work it out' form. When complete, student must go about their set work for the remainder of the period.</p> <p>At the end of the lesson, the buddy teacher checks the student's work and records any relevant comments on the <i>Student Referral to Buddy</i> form. (Please remind the student to return to their class teacher)</p> <p>The buddy teacher will then return the <i>Student Referral to Buddy</i> form to the referring classroom teacher that day directly or in their pigeon hole. (Please complete this with any comments on the student's behaviour during the lesson.)</p>	N/A
Student is not following the 'Gator Rules' or learning rules of the classroom. The student is sent by the	Referring classroom	The student's parent/carer is phoned and informed of their child's non-compliance. The student will now be given another opportunity to complete teacher detention. (If the student presents at	Referring classroom

classroom teacher to a buddy teacher because of their disruptive and uncooperative behaviour AND the student chooses not to work	teacher	the classroom teacher's next class before they have resolved their referral from a previous lesson, the student will be referred to the Deputy or Principal.	teacher
Student is not following the 'Gator Rules' or the learning rules of the classroom. The student is sent by the classroom teacher to a buddy teacher because of their disruptive and uncooperative behaviour AND they refuse to go to the buddy teacher – FIRST OCCASION (any class, any teacher) .	Referring classroom teacher makes a referral to the Deputy or Principal	The classroom teacher will ask for assistance from their Deputy or Principal to remove the student from the classroom. If this is not appropriate or possible, send a student to the office who will come and assist. The student will be referred Deputy or Principal who will contact parents and discuss student behaviour and disobedience.	Deputy or Principal
Student is not following the 'Gator Rules' or the learning rules of the classroom. The student is sent by the classroom teacher to a buddy teacher because of their disruptive and uncooperative behaviour AND they refuse to go to the buddy teacher – SECOND OCCASION (any class, any teacher) .	Referring classroom teacher makes a referral to the subject Deputy or Principal	The classroom teacher will ask for assistance from their Deputy or Principal to remove the student from the classroom. If this is not appropriate or possible, office who will come and assist. The student will be referred to the Deputy or Principal who will contact parents and discuss student behaviour and disobedience.	Deputy or Principal
Student is not following the 'Gator Rules' or the learning rules of the classroom. The student is sent by the classroom teacher to a buddy teacher because of their disruptive and uncooperative behaviour AND student goes to the buddy teacher's class and disrupts the learning of students in this class.	Referring classroom teacher makes referral to Deputy or Principal	The student will be referred by the classroom teacher and the Deputy Principal who will ring the student's parents/carer. Deputy or Principal will liaise with classroom teacher who will monitor the disruption which could result in a three day suspension.	Deputy or Principal
A student is sent to a buddy teacher (from any class or any teacher) 4 times in a term	Deputy or Principal	Admin will monitor through OneSchool the number of times students are being sent to buddy teachers weekly. On the 4th occasion in a term, they will be suspended for 5 days. (Referred to the Principal who will complete the suspension paperwork).	Deputy or Principal


	Area		Major
Being Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Possession of weapons
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (for example, pushing and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Fighting
	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	
	Other	<ul style="list-style-type: none"> Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Possession or selling of drugs Weapons including knives and any other items which could be considered a weapon being taken to school Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Responsible	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty (lying about involvement in a low-level incident) 	<ul style="list-style-type: none"> Major dishonesty that has a negative impact on others
	Rubbish	<ul style="list-style-type: none"> Littering 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Respectful	Language (including while online)	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / victimisation/ harassment Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Major bullying / victimisation /harassment Major disruption to class Blatant disrespect Major defiance Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being A Learner	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 	<ul style="list-style-type: none"> persistent refusal to participate in lessons
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour 	<ul style="list-style-type: none"> persistently interrupting the lesson by refusing to listen and follow instructions
	Not engaging in class learning	<ul style="list-style-type: none"> Not paying attention in class through fidgeting, fiddling, doing other tasks, Disruptive talking 	<ul style="list-style-type: none"> persistent refusal to get organised and begin work




	All settings	Entering / Exiting the Classroom	Using Class/ Personal Equipment	Transitions between Desks and Floor	Listening/ following Teachers Directions	Gaining Teacher Attention	Working at Desks/ Presentation of Work	Working in Groups	Other Adults
EARNER 	<ul style="list-style-type: none"> • Give your full effort • Ask questions/ contribute • Work in a suitable timeframe 	<ul style="list-style-type: none"> • Be ready and line up & wait in 2 lines • Bring in all equipment • Settle and sit quickly • Listen to directions • Pack up appropriately 	<ul style="list-style-type: none"> • Organise equipment and have it ready for learning • Hand up if you need equipment 	<ul style="list-style-type: none"> • Tidy desks and the floor before moving • Put rubbish in the bin • Move in a timely & appropriate manner • Sit or stand where the teacher can see you 	<ul style="list-style-type: none"> • Follow teacher instructions • Super 6 • Listen to all instructions before moving or starting work • Accept feedback positively on how to improve 	<ul style="list-style-type: none"> • Raise your hand up to speak • Allow others to continue speaking or working while waiting • Ask a peer or hand up if unsure what to do • Continue working or listening while waiting for the teacher 	<ul style="list-style-type: none"> • Give your full effort • Start and finish work in a suitable timeframe • Help peers if required • Continually try to improve • On task while working 	<ul style="list-style-type: none"> • Follow instructions • Stay on task • Allow others to speak and take turns • Be fair 	<ul style="list-style-type: none"> • Continue with normal class routines where possible – the first time • Be helpful • Accept consequences



ACSS Classroom Matrix

 SAFE	<ul style="list-style-type: none"> • Follow class rules • Keep hands and feet to self • Walk • Ask permission to leave the room 	<ul style="list-style-type: none"> • Walk • Give way to people exiting • Keep to the left – including the pathways • Put chairs up & down carefully 	<ul style="list-style-type: none"> • Use equipment for the right purpose • Pass equipment with care 	<ul style="list-style-type: none"> • Walk • Wait your turn • Tuck chairs under tables • Be aware of others • Hands in laps/arms folded when seated 	<ul style="list-style-type: none"> • Follow classroom rules 	<ul style="list-style-type: none"> • Stay seated • Keep still 	<ul style="list-style-type: none"> • Stay seated • Two feet on the floor • Keep hands and feet to yourself • Use equipment with care and respect 	<ul style="list-style-type: none"> • Keep hands and feet to yourself • Stay with your group • Use equipment sensibly 	<ul style="list-style-type: none"> • Continue to follow class and school rules • Ask permission to leave the room
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 RESPECTFUL	<ul style="list-style-type: none"> • Follow adult instructions • Hand up to speak • Quiet voices • Positive body language • Use manners • Treat others the way you want to be treated • Wear the school uniform with pride 	<ul style="list-style-type: none"> • Quiet voices • Enter other classrooms respectfully • Remove hats 	<ul style="list-style-type: none"> • Ask permission to use other's equipment • Treat equipment with care 	<ul style="list-style-type: none"> • Give way to others • Move quietly • Allow others their personal space 	<ul style="list-style-type: none"> • Super 6 • Hand up & wait 	<ul style="list-style-type: none"> • Hand up and wait patiently • Use manners • Wait for others to finish before speaking 	<ul style="list-style-type: none"> • Work quietly and allow others to work • Take pride in bookwork and present work as neatly as possible 	<ul style="list-style-type: none"> • Look at the speaker • Take turns • Listen to others • Use manners • Treat others the way you want to be treated 	<ul style="list-style-type: none"> • Display pride in the school and class • Be resilient to change • Follow any new instructions and routines sensibly • Hand up to speak • Use manners
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RESPONSIBLE



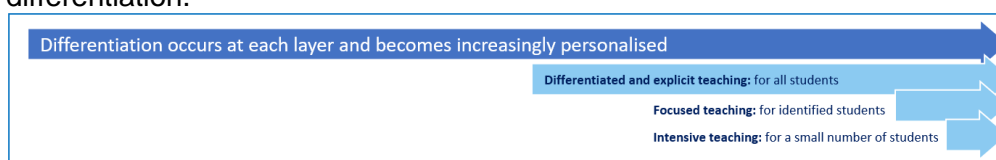
<ul style="list-style-type: none"> • Report problems to the teacher • Take care of all equipment • Solve problems calmly • Accept positive and negative consequences • Use toilets at appropriate times • Work to the best of your ability 	<ul style="list-style-type: none"> • Drink and go to the toilet before lining up • Be on time • Hats in bags • Zip up bags and place them neatly on the port rack or hang on a hook • Organise your belongings • Be where you need to be 	<ul style="list-style-type: none"> • Return equipment to the right place • Report broken equipment to the teacher • Use morning time (8:30am bell) to be organised for lessons 	<ul style="list-style-type: none"> • Tidy desks and the floor before moving • Move in a timely & appropriate manner • Sit or stand where the teacher can see you 	<ul style="list-style-type: none"> • Follow staff and parent instructions • Super 6 • Listen to all instructions before moving or starting work • Accept feedback positively on how to improve 	<ul style="list-style-type: none"> • Allow others to continue speaking or working while waiting • Be patient • Put your hand up and wait until acknowledged 	<ul style="list-style-type: none"> • Have equipment ready • Stay focussed on tasks • Ignore distractions • Keep work area tidy and organised • Take pride in your work 	<ul style="list-style-type: none"> • Participate equally • Value contributions • Encourage and assist others • Take turns • Stay on task 	<ul style="list-style-type: none"> • Continue to work to the best of your ability • Work in a suitable timeframe for that lesson
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Differentiated and Explicit Teaching

Alligator Creek State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Alligator Creek State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. At this level, people involved with an individual student in teaching and learning, specialists and parents becomes more involved with planning and implementing targetted strategies for behavioural success in a case management approach. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the Behaviour Matrix, illustrated above, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the rules look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focussed Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Alligator Creek State School to provide focused teaching. Focused teaching is aligned to the Behaviour Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Alligator Creek State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Rock and Water
- Thinking room
- Functional Based Assessment.

For more information about these programs, please speak with the Guidance Officer Tracy Fraser



Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.



Legislative Delegations

Legislation

In this section of the Alligator Creek State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)



Disciplinary Consequences

The disciplinary consequences model used at Alligator Creek State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")



- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists



- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Alligator Creek State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Alligator Creek State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the



re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.



School Policies

Alligator Creek State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Alligator Creek State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).



* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Alligator Creek State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Alligator Creek State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Alligator Creek State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.



Students of Alligator Creek State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Alligator Creek State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection

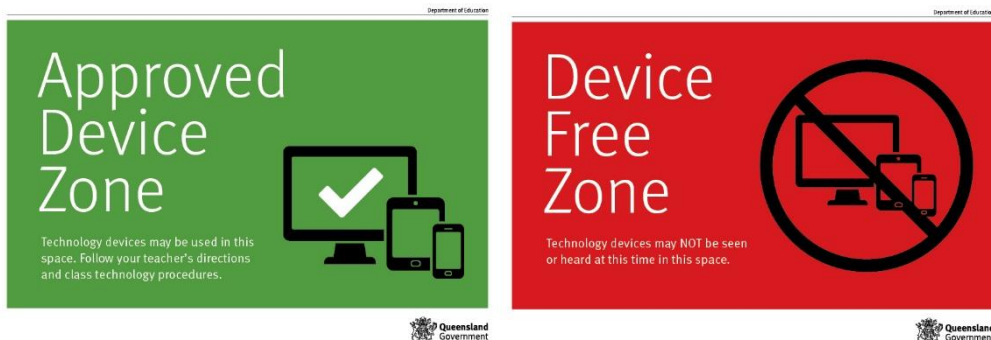


Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Alligator Creek State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Alligator Creek State School to:

- use mobile phones or other devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment

- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Alligator Creek State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Alligator Creek State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes



- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Alligator Creek State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Alligator Creek State School has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

1. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

2. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

3. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

4. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Alligator Creek State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)

- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Alligator Creek State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Alligator Creek State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Alligator Creek State School - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

- Class teacher
- Guidance Officer
- Deputy Principal
- Principal

First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself



Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Cyberbullying

Cyberbullying is treated at Alligator Creek State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. There is also a dedicated guidance officer, Tracy Fraser, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Alligator Creek State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the



e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the principal, Fiona Connor.

Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

Alligator Creek State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Alligator Creek State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.



Alligator Creek State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Alligator Creek State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

We agree to work together to improve the quality of relationships in our community at Alligator Creek State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date



Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.



If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.



Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

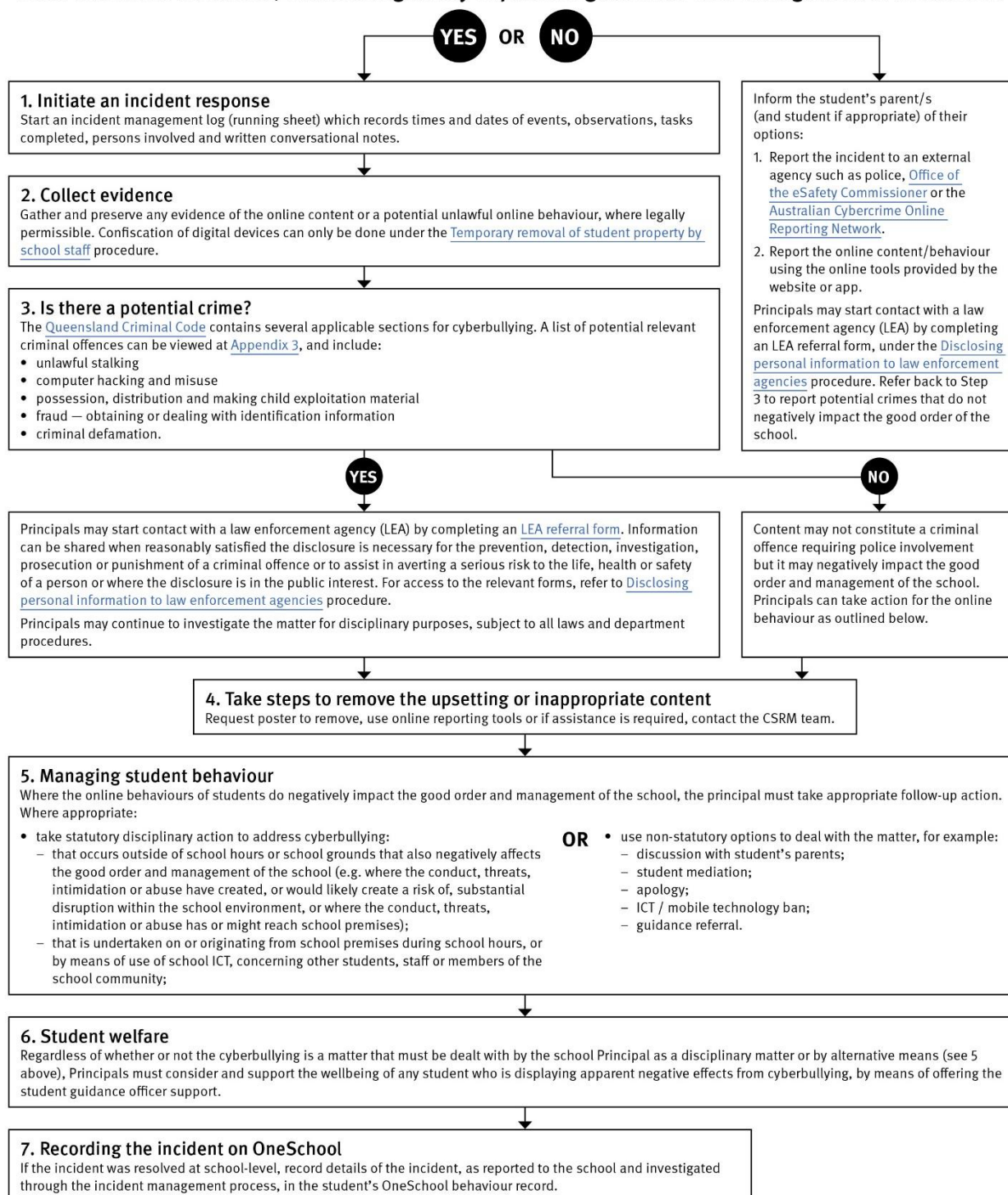
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident **negatively impact the good order and management of the school?**



Restrictive Practices

School staff at Alligator Creek State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.



Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.



Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices



Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

Alligator Creek State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated



- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).

